

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

REVISED: 3-24-05

Cover Sheet

Type of School : __Elementary __Middle **X** High __ K-12

Name of Principal: **Mr. Robert Albano**

Official School Name: **Hamilton Southeastern High School**

School Mailing Address: **13910 E. 126th St.**
Fishers, IN 46038-9781

County: **Hamilton**

School Code Number*: **151045**

Telephone: **(317) 594-4190**

Fax : **(317) 594-4199**

Website/URL: **www.hse.k12.in.us**

E-mail: **ralbano@hse.k12.in.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date: **February 7, 2005**

Principal

Name of Superintendent*: **Dr. Concetta Raimondi**

District Name: **Hamilton Southeastern Schools** Tel.: **(317) 594-4100**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date: **February 7, 2005**

Superintendent

Name of School Board

President/Chairperson: **Mrs. Susan Dilley**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date: **February 7, 2005**

School Board President

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data: 2004-2005

DISTRICT

1. Number of schools in the district: **10** Elementary schools
 2 Middle schools
 2 Junior high schools
 1 High school
 0 Other

16 TOTAL

2. District Per Pupil Expenditure: **\$5708.41**
Average State Per Pupil Expenditure: **\$5811.29**

SCHOOL

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. **2** Number of years the principal has been in her/his position at this school.

 5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	454	433	887
2				10	400	353	753
3				11	373	344	717
4				12	314	311	625
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2982

6. Racial/ethnic composition of the students in the school:
- 88 % White
5 % Black or African American
2 % Hispanic or Latino
3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	115
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	120
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	235
(4)	Total number of students in the school as of October 1	2595
(5)	Subtotal in row (3) divided by total in row (4)	.0905
(6)	Amount in row (5) multiplied by 100	9 %

8. Limited English Proficient students in the school: 5 %
158 Total Number Limited English Proficient

Number of languages represented: 23

Specify languages: **American Sign Language, Arabic, Bengali, Bosnian, Cantonese, Chinese, French, German, Gujarati, Japanese, Korean, Lithuanian, Mandarin, Mina, Persian/Farsi, Portuguese, Punjabi, Romanian, Russian, Serbian, Spanish, Urdu, and Vietnamese**

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 180

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **12 %**

346 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

20 Autism	4 Orthopedic Impairment
0 Deafness	44 Other Health Impaired
0 Deaf-Blindness	188 Specific Learning Disability
40 Emotional Disturbance	27 Speech or Language Impairment
5 Hearing Impairment	0 Traumatic Brain Injury
14 Mental Retardation	2 Visual Impairment Including Blindness
2 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	11	
Classroom teachers	136	4
Special resource teachers/specialists	22	5
Paraprofessionals	16	4
Support staff	<u>79</u>	<u>17</u>
Total number	264	30

12. Average school student-“classroom teacher” ratio: **22:1**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	98 %	96 %	97 %
Daily teacher attendance	96 %	97 %	97 %	97 %	98 %
Teacher turnover rate	2 %	10 %	5 %	8 %	6 %
Student dropout rate (middle/high)	0 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school)	*24 %	*18 %	*14 %	*16 %	*24 %

*As mentioned in our Summary, the Hamilton Southeastern school community is in transition and one of the fastest growing areas in the nation. A large segment of our population is college educated corporate professionals who are transferred repeatedly and are highly mobile. Our student drop-off rate reflects this mobility.

14. Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	483
Enrolled in a 4-year college or university	80 %
Enrolled in a community college	6 %
Enrolled in vocational training	4 %
Found employment	3 %
Military service	1 %
Other (travel, staying home, etc.)	5 %
Unknown	1 %
Total	100 %

PART III SUMMARY

The school-community of Hamilton Southeastern is a community in transition. Located on the north quadrant of the Indianapolis metropolitan area the school district has grown from 7308 in 1990, to a required census count of 27,359 in 1997. Today, the population has passed 50,000 and shows no sign of slowing. According to our Chamber of Commerce website, our community is recognized in Indiana as a leader in good government, civic involvement, and excellent schools.

Hamilton Southeastern High School has experienced this population growth and now approaches a student enrollment of 3000. The Board of Education decided to build a second high school. It will open in the fall of 2006.

Throughout this transition of facility expansion and renovation, we continue to emphasize our mission, **“to provide an educational opportunity for each student to achieve maximum potential, to become a responsible citizen, and to influence an ever-changing world community.”** Critical to our mission “for each student to achieve maximum potential,” we excel in offering a world-class curriculum, a model of continuous improvement, and a systemic approach to professional development. We have introduced both professional learning communities and small learning communities this school year.

We honor the past, improve on the present, and create the future. In doing so we maintain our membership with the North Central Association of Colleges and Schools and have embraced our self-study during this year. We take a great deal of pride in continuous improvement. We constantly research nationally recognized model high schools for comparison and quality control. We have recently joined the College Board and have also been awarded a first class commission by the Indiana Department of Education.

Our students are our greatest asset. They excel in academics, athletics, performing arts, and other competitive events. We have consistently improved on our state qualifying exam, with 83% of our tenth graders passing ISTEP. This year, the class of 2005 represented the highest score on the SAT (1108) in our school’s history. The percentage of those taking the SAT increased to 83%. We have enrolled more students in AP courses and now have consistently scored in the 80th percentile of students who have scored a 3 or more on the exam. We administer the PSAT to every sophomore, and 15% of our students take the national mathematics exams, Mathfax and American Mathematics Exam. All of this data is continually reviewed by focusing on standards and proficiencies. Common assessments have been developed in language arts, mathematics, and science, and currently are being developed in social studies. The purpose is continuous analysis to improve student achievement. The past two years, in order to give every student an opportunity to excel, articulation agreements have been signed with Indiana University/Purdue University of Indianapolis, University of Indianapolis, Butler University, Vincennes University, and Marion College. In the fall of 2005, we have been approved to be one of only five high schools in the state to teach Biotechnology in association with Purdue University.

Our athletic program, with 19 sports, has won both the girls and boys conference title in 2002-2003 and 2003-2004. We have won state championships in academic competition, and were national champions for two consecutive years in the Mock Trial competition. This year we were state champions in the *We the People* competition; we will compete nationally in April of 2005. Our performing arts department excels at the state level in every category. Our *Royal Pride* parent organization is extremely supportive of all successes not only financially but with hundreds of volunteers each year.

Our challenge continues every day to provide an opportunity for each student to reach his/her maximum potential. To do so we must continually raise expectations, analyze the data, celebrate success and not deviate from our mission. We are creating a new American high school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results in Reading (Language Arts or English) and Math:.

Hamilton Southeastern High School examines student performance in a variety of ways. Certainly the most influential measure of student performance for Indiana schools is the Indiana Statewide Testing for Educational Progress (ISTEP).

During the past several years, Hamilton Southeastern High School consistently scores significantly above the state average in both mathematics and English testing. Scores during this time place us in the top 10% of all Indiana High Schools. In Indiana, students must pass the ISTEP in order to earn a diploma from any accredited high school. Students must complete tests of basic skills as well as a performance assessment segment of tests in both mathematics and English. Student work must be shown in mathematics performance assessments as students apply algebra and geometry skills to practical problems. In English students must display skill in reading comprehension by answering questions and giving written feedback. Additionally students must compose a free response essay in which writing skill is assessed in areas of ideas and content, organization, sentence fluency, and conventions.

In 2003, grade 10 scores were significantly above the state average with 89% of the students passing the English standard compared to the state average of 69%. 90% of sophomores passed the math standard compared to 67% statewide. In 2004, students participated in a revised ISTEP test and at this time, we are expecting results during the first week of March 2005. ISTEP scores may be accessed at <http://mustang.doe.state.in.us/IS/basicold.cfm?schl=2499&grade=10&year=2004>.

Although proud of our student performance on ISTEP tests, we also understand that looking at averages does not tell the entire story regarding student achievement. Therefore, we dig deeper into the data to reveal student populations and specific standards to target for improvement. For example, when examining our English scores we discovered that our special education population struggle the most with fact and opinion as well as purpose and perspective. This type of data analysis focuses efforts of instructional staff to make a difference in the achievement scores of breakout groups under the *No Child Left Behind* standards in an effort to lift all students over the minimum passing score.

In addition to ISTEP test data, Hamilton Southeastern High School relies on student SAT scores as a measure of success. Nearly 90% of graduates enroll in a four-year institution and over 90% of graduates are enrolled in a two or four year program after high school. Since 2000, scores in both mathematics and verbal portions of the SAT have increased dramatically. The five year trend for SAT scores shows a growth of 26 points in verbal and 33 points in mathematics all while school enrollment has increased by approximately 10% per year. An important note when considering this growth is the fact that Hamilton Southeastern continually tests over 80% of our seniors on the SAT. We tested 83% of seniors in 2004. Further investigation of the data indicates that students in all percentiles have increased scores. In 2004, we saw a 10-point average increase and a 20-point average increase in verbal and mathematics respectively for the lowest 25th percentile of senior test takers over the 2003 test. We believe this increase is due to an intentional professional development focus on writing across the curriculum and continuous examination of standardized test expectations.

Increased focus on rigorous coursework is paying off for students at Hamilton Southeastern High School as evidenced by our growing Advanced Placement enrollment. Since 2002, the number of students enrolled in Advanced Placement courses has increased from 123 to 164 and in that time over 80% of test takers have scored at least a 3 on Advanced Placement exams. In 2003, 42% of seniors graduated with academic honors compared to the state average of 29% and 83% graduated with a Core 40 diploma compared to 63% of seniors statewide.

How Hamilton Southeastern High School uses assessment data:

In the areas of mathematics, science, social studies, and English Hamilton Southeastern Schools, as a district, has identified what we believe to be the most powerful and important standards for each subject K-12. Soon, all subject areas will use this type of vertical alignment of curriculum.

To identify sequential standards, teachers examined standardized test requirements, the degree to which the standard prepares students for the next level of coursework, and the lifelong application implications of the standard. Therefore, the instructional staff uses assessment data from standardized formats such as ISTEP, PSAT, SAT, and ACT along with locally developed common course assessments within subject areas. Student achievement is examined in a balanced way between performance assessments as well as standardized test forms to determine achievement levels and needed adjustments in the curriculum.

These various forms of assessment data combine to create a baseline of achievement for our entire school as well as disaggregated subgroups. This disaggregated data is then used to identify specific school improvement goals for our school. These performance goals, combined with our mission and vision, drive a continuous school improvement process as outlined by our state law (Public Law 221) and the North Central Association of Colleges and Schools accreditation requirements.

A unique local use of student achievement data is exemplified by our English department through our School Wide Writing Assessment. Students in grades 9-11 submit essays from a standardized prompt. Essays are anonymously scored by two English faculty members using the 6+1 Trait Model[®]. Students' individual scores on writing traits (ideas and content, organization, sentence fluency, voice, word choice, conventions) are used to drive writing instruction for the course of the school year. Students are then post tested to measure growth both as a school and individually. Trends that emerge define curricular focus for subsequent years.

How Hamilton Southeastern High School communicates student performance to parents, students and the community:

It is our purpose to communicate effectively. We do so utilizing a variety of technologies. Administratively, we continually update our school web page. We distribute our Program of Studies CD (Curriculum and Course Guide) to every student/family in our school. We include hard copies for those without computers although a recent poll shows 86% of our school families have at least one computer at home. This is also provided on our website including our student handbook, parent handbook, specific information about our instructional departments, extra-curricular clubs and organizations, school activities and calendar, as well as a listing of our staff and their specific email addresses.

We also communicate with no less than five to six mailings each semester and distribute specific information and reminders through our list-serv membership that includes over 1200 homes. All specific student test data is mailed directly to the home of each student. Parent meetings include Orientation, Financial Aide and Scholarship and the AP Showcase. The principal meets each month with the parent organization Royal Pride. We strongly encourage parents to make an appointment with their child when scheduling for grades 9 and 10.

Information to our community is channeled through the district newsletter, two weekly newspapers called The Topics and The Ledger and each Friday there is a specific section called Fishers A.M. that is featured in the Indianapolis Star. Administratively the principal speaks to the local Chamber of Commerce and the largest community service organization in the area, Rotary, once each year. There is also a presentation entitled Vision In Progress given to the Board of Education each year.

How Hamilton Southeastern High School has shared and continues to share successes with others:

The principal serves as a member of the Board of Directors of the Indiana Association of School Principals, the Director of Guidance is president of the Indiana Association of College Admissions Counselors, and almost 35% of our faculty serves in state leadership positions in the areas of curriculum, subject assessment, textbook adoption, and professional development. Faculty members and coaches serve on many statewide extra-curricular organizations as well. Our administration team as well as faculty are called upon repeatedly to make presentations locally and statewide. Our Language Arts Department Chairperson just served as the national chairperson for the annual convention of the National Council of Teachers of English.

The principal meets repeatedly with other principals in our academic/athletic conference as does our teachers in student leadership, and the visual and performing arts. The principal also meets with principals in our county four times a year to share and communicate effectively in our local community. The principal also is a member of a state Principal's Forum, which meets four times a year for the same reason.

The principal, administration team, and faculty members were asked to present topics this past year at state conferences to include topics on "Aspiring Principals," "Small Learning Communities," "Professional Learning Communities," "Writing Across the Curriculum," "6 + 1 Traits[®]," "TESA," "Math Ideas," "Web Page Design," and "Yearbook/Publications." Our Science Department Chair serves on the Indiana Genetics Advisory Committee. These opportunities are encouraged and celebrated at monthly faculty meetings.

PART V – CURRICULUM AND INSTRUCTION

Describing the Hamilton Southeastern High School curriculum and how all students are engaged with significant content, based on high standards:

Hamilton Southeastern High School believes we are a college preparatory high school having eliminated all remedial level courses. While certainly recognizing that a small population of students may not initially enroll in a four-year degree immediately upon graduation, we additionally recognize our responsibility to equip all students with a set of core skills and dispositions that will be needed for success in the pursuit of any postsecondary certification or degree.

In order to serve the unique needs of individual students, Hamilton Southeastern High School continuously reviews course offerings within the curriculum to balance elective opportunities with the core curriculum required for graduation in each of the diploma categories in Indiana (minimum diploma, Core 40 diploma, and academic honors diploma) and have identified key standards in each core discipline. Hamilton Southeastern High School not only offers a comprehensive elective selection in areas such as business technology, family and consumer sciences, Project Lead The Way, Inc., National Academy of Finance, industrial technology, computer science, fine arts, physical education, and vocational courses, each core subject area offers electives within the scope and sequence of the curriculum. Courses have been articulated for college credit in most elective areas and in all core areas.

In English/Language Arts, students progress through a sequence of both college preparatory and accelerated courses. The English department bases the assessment of student skills primarily through student demonstration of writing skill. The instruction of writing is based on the 6+1 Trait Model[®] of writing instruction and assessment. Students in grades 9-11 participate in a pre-test and post-test writing skills assessment and are scored blindly and locally by English teachers all of whom are trained in the

6+1 Trait Model[®]. This pretest, along with state assessment scores and PSAT scores, drive the focus of standards based instruction for students each year. Common course assessments have been developed in all English courses.

The Mathematics department administers common course assessments to monitor student progress toward the most significant identified standards. The mathematics faculty meets often to design and share effective instructional methodology. Collaboratively designed lessons and assessments are shared via the school's intranet allowing teachers to share common goals yet adapt the activities to individual teaching style and student need. The math department extensively utilizes computer resources as a learning and assessment tool. Teachers have received training in hands on math instruction and some of our faculty has been cited in national publications on the subject of performance assessments and real world connections of math. Students in mathematics also may take advantage of Advanced Placement and Advance College Project courses.

All science courses at Hamilton Southeastern share a locally designed program called Core Labs. This program has aligned each classroom and subject area to a set of common standards, lab exercises, student assessments, and reinforcement exercises. Teachers new to our school are able to successfully adapt their teaching style to a set of common expected student outcomes in each subject area within science. Hamilton Southeastern High School utilizes an agreement with Purdue University to use the most up to date scientific equipment without the burden of purchasing. Students use the same measurement tools as students on the campus of Purdue University without leaving the walls of high school.

Students in social studies enjoy a wide variety of course offerings. Students may take advantage of Advanced Placement opportunities in several areas and at all grade levels 9-12. Specialized US History courses compliment a general US History course and both are required for graduation. Students in social studies must also meet a requirement of citizenship by attending and reporting on civic and local government meetings. A strong emphasis on current events and the impact of world cultural events on US History are cornerstones of the social studies curriculum.

The World Languages department offers two levels of American Sign Language, four levels of coursework in Latin and Japanese and five levels of coursework in French, German, and Spanish. Latin will begin Advanced Placement curriculum at level four in 2005 and Advanced Placement courses in level five German, French, and Spanish will begin in 2006. Students may complete the first two levels of German, French, and Spanish in grades seven and eight.

Hamilton Southeastern High School's English/Language Arts curriculum:

The HSEHS language arts program is a four-year sequence that supports students in becoming involved, thinking persons in an intricate, ever-changing world. The curriculum offers various opportunities for students to increase their language skills in courses that are challenging but appropriate to their abilities.

All language arts courses emphasize the acquisition and development of the skills of disciplined reading, discussion, and oral presentation, as well as control of the various types, modes, and strategies of written composition. Through the study of literature, students recognize and understand the variety of human experiences and expand their understanding of the power of the human mind and spirit.

For students who are struggling with literacy skills, HSEHS designs a laboratory program that builds in extra time each day with a language arts teacher. Students at or below grade level reading skills as identified by statewide testing are scheduled two periods per day with the same LA teacher so they may receive extra attention and assistance. Lab class teachers have received training utilizing research-based best practices in classroom strategies.

Freshman and sophomore courses concentrate on the essential competencies in the skills of language, reading, and composition. The junior and senior years not only refine and reinforce the skills introduced earlier but also lead the student into more advanced skills of the language arts. In the senior year, students can concentrate with in-depth study of speech and composition as well as a variety of specialized courses, ranging from classical literature to a reading-writing workshop. Emphasis is upon application of literacy skills in new contexts rather than upon recall of facts.

In the language arts program, students attain measurable growth in written and spoken self-expression and in the traits of effective readers, giving them a solid basis for successfully pursuing higher education and careers.

Additional curriculum area related to mission:

In order to allow each individual student to meet his/her potential a new department was created in the 2003-2004 school year entitled the Digital Age Information Technology Academy (DAITA). The curriculum embraces advances in industrial technology, computer science, communication technology, and a national program called Project Lead the Way[®]. Teachers were certified the past two summers at Purdue University to teach the introductory and advanced courses in PLTW such as Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and Computer Integrated Manufacturing in 2005-2006.

With the assistance of the Superintendent and Board of Education the Industrial Arts wing and former band and choir rooms were renovated into a state of the art DAITA Center with advanced wireless technology, systems labs, manufacturing labs, a 48 station computer lab, a communications studio, and a robotics lab. Laptops were purchased in order to expedite the design and building of models in the labs. This also allowed our school to be one of six schools statewide chosen to develop a curriculum in biotechnology. A physics teacher will be trained at Purdue University this summer to teach the class in the 2005-2006 school year. The staff for DAITA includes two teachers trained in the areas of physics, and the others in language arts, technology, computer science, mathematics, and industrial technology. This emphasizes a small learning community that is interdisciplinary in its approach and expands beyond the traditional curriculum and typical instructional methods. Students are actively engaged in their own learning.

Hamilton Southeastern High School's instructional methods to improve student learning

Hamilton Southeastern High School faculty focuses instructional methodology on learning. In a learning focused environment, instructional methodology is inherently diverse. Our faculty combines traditional direct instruction with many less traditional techniques. Socratic seminars, Writers Workshop (an extensive peer editing and review technique in language arts), student lead discussions, cooperative learning, inquiry based learning, and student research presentations are a few examples. All teachers have been trained to incorporate writing in the classroom and have additionally been trained use the 6+1 Trait Model[®] of assessment. Writing is used in every subject area as a process for learning and a means of assessment.

Our mathematics department emphasizes real world connections for students. This focus is supported by hands on math applications and the use of technology both in a lab setting and within individual classrooms.

Students in our science department utilize technology for research, presentations, and experimentation. Students are also expected to conform to a common format for scientific writing in an effort to prepare students for the collegiate science experience.

Six computer labs, including a state of the art foreign language technology lab, are available for classroom use and students may use the many computers available in our writing lab as well as media center.

Teacher and student research efforts are supported by a comprehensive media center. This center serves as a clearinghouse for many online research materials as well as offering interlibrary loan and university library connections. In addition, all media used for classroom instruction is housed and served via an all school media retrieval system saving teachers valuable preparatory and classroom management time.

Peer tutoring is offered in every subject area at Hamilton Southeastern. Students may work with peers on writing projects as well as lessons that are more rudimentary. Peer tutoring is offered for credit and in language arts, peer tutors have the opportunity to apply the experience toward college credit. Special education students are supported by not only peer tutors but also a fully staffed resource center where classroom academic expectations are reinforced and interventions are implemented.

Our professional development plan to improve student achievement:

For the past two years our school has focused on the research of professional learning communities and small learning communities. We have read Jim Collins' *Good to Great* and also focused on the works of Richard Dufour and Robert Eaker, *Professional Learning Communities at Work*, *Getting Started – Restructuring Schools to Become Professional Learning Communities*, and *Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn*.

Faculty in-service has been systemic in its approach and has included visitations to many nationally recognized high schools. The text, *Failure Is Not an Option* by Alan Blankstein and *Breaking Ranks II* have been analyzed by department chairpersons, counselors and the administrative team. Presentations have been repeatedly made to the entire faculty. At this time, over 30% of the faculty has attended workshops and presentations on professional learning communities. This emphasis has led to the actual organization of professional learning communities within the school day the second semester of the 2004-2005 school year. Specific discussion, training and in-service has led to a very positive approach to the process. Our entire staff is expected to engage in this professional collaboration, creating group norms and topics outside the traditional areas that focus on student learning. Data is a critical ingredient to the model, and will be consistently provided to the PLC teams. Decision making, goal setting, and outcomes are centered around the school mission.

At the same time all language arts teachers have been trained in 6 + 1 Traits®, a writing rubric has been developed, student writing has been graded and analyzed, and a school-wide writing initiative has been put in place. Common assessments have also been developed in the core classes, and technology use is an expectation in every classroom.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade: **10**

Test: **ISTEP+**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Number of students in the grade in which the test was administered: **701**

Number of students who took the test: **696**

What groups were excluded from testing? **Special needs and lower level ESL students**

Why, and how were they assessed? **ISTAR**

Number excluded: **5**

Percent excluded: **1**

Percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state.

STATE CRITERION-REFERENCED TESTS, Continued

Display Table for ISTEP Data for ENGLISH/LANGUAGE ARTS (Grade 10)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% At or Above Proficient (PASS)	89	88	89	87	88
Number of students tested	696	625	528	560	465
Percent of total students tested	99	99	99	98	98
Number of students excluded	5	5	6	10	7
Percent of students excluded	1	1	1	2	2
SUBGROUP SCORES					
1. Ethnicity					
<i>White</i>					
% At or Above Proficient	91	92	89	59	89
Number of students tested	623	547	477	39	434
<i>Asian</i>					
% At or Above Proficient	75	80	93	***	62
Number of students tested	20	15	14	1	13
<i>Black</i>					
% At or Above Proficient	68	80	44	***	***
Number of students tested	25	25	16	3	8
<i>Hispanic</i>					
% At or Above Proficient	43	68	50	***	***
Number of students tested	14	19	10	***	7
<i>Multiracial</i>					
% At or Above Proficient	100	82	***	***	***
Number of students tested	13	11	5	1	3
<i>No Response</i>					
% At or Above Proficient	***	***	***	89	***
Number of students tested	***	6	5	516	***
2. Students with Disabilities					
<i>Special Education Students</i>					
% At or Above Proficient	42	61	62	48	35
Number of students tested	66	57	42	52	37
<i>General Education Students</i>					
% At or Above Proficient	93	91	91	91	92
Number of students tested	630	568	486	508	428
STATE SCORES					
% At or Above Proficient (Public & Nonpublic)	69	68	66	69	70
State Mean Score	495	495	501	496	499

*** Data Not Available or Not Collected

NOTE: Pass Plus category was not added to Grade 10 ISTEP test until Fall 2004.

STATE CRITERION-REFERENCED TESTS, Continued

Display Table for ISTEP Data for MATHEMATICS (Grade 10)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% At or Above Proficient (PASS)	90	89	86	87	85
Number of students tested	696	625	528	560	465
Percent of total students tested	99	99	99	99	99
Number of students excluded	7	3	3	5	3
Percent of students excluded	1	1	1	1	1
SUBGROUP SCORES					
1. Ethnicity					
<i>White</i>					
% At or Above Proficient	93	92	89	54	86
Number of students tested	623	547	477	39	434
<i>Asian</i>					
% At or Above Proficient	85	87	93	***	92
Number of students tested	20	15	14	1	13
<i>Black</i>					
% At or Above Proficient	60	60	63	***	***
Number of students tested	25	25	16	3	8
<i>Hispanic</i>					
% At or Above Proficient	36	74	60	***	***
Number of students tested	14	19	10	***	7
<i>Multiracial</i>					
% At or Above Proficient	85	82	***	***	***
Number of students tested	13	11	5	1	3
<i>No Response</i>					
% At or Above Proficient	***	***	***	90	***
Number of students tested	***	6	5	516	***
2. Students with Disabilities					
<i>Special Education Students</i>					
% At or Above Proficient	62	56	60	60	27
Number of students tested	66	57	42	52	37
<i>General Education Students</i>					
% At or Above Proficient	93	92	88	90	90
Number of students tested	630	568	486	508	428
STATE SCORES					
% At or Above Proficient (Public & Nonpublic)	67	68	70	67	63
State Mean Score	509	508	508	508	505

*** Data Not Available or Not Collected

NOTE: Pass Plus category was not added to Grade 10 ISTEP test until Fall 2004.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: **Critical Reading (Verbal)** Grade: **11**

Subgroup Scores: **Not Available**

Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**

Edition/publication year: **Newest Ed. 2004 *Previous Ed. 1997***

Publisher: **College Board**

Students excluded from testing: **Students excluded were absent on the day of testing or special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs** Scaled scores **X** Percentiles ____

CRITICAL READING (VERBAL) PSAT/NMSQT

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	48	48	50	49	***
Number of students tested	682	557	492	502	***
Percent of total students tested	95	90	95	92	***
Number of students excluded	35	64	27	46	***
Percent of students excluded	5	10	5	8	***
Standard Deviation	10	9	10	10	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	47	47	48	48	***
Standard Deviation	11	11	11	11	***

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, Continued

Subject: **Math Problem-Solving** Grade: **11** Subgroup Scores: **Not Available**

Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**

Edition/publication year: **Newest Ed. 2004 *Previous Ed. 1997*** Publisher: **College Board**

Students excluded from testing: **Students who were absent on the date that the test was administered and special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs** Scaled scores **X** Percentiles ____

MATH PROBLEM-SOLVING PSAT/NMSQT

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	51	50	52	50	***
Number of students tested	682	557	492	502	***
Percent of total students tested	95	90	95	92	***
Number of students excluded	35	64	27	46	***
Percent of students excluded	5	10	5	8	***
Standard Deviation	10	12	11	10	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	49	49	49	49	***
Standard Deviation	11	10	11	11	***

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, ContinuedSubject: **Writing Skills**Grade: **11**Subgroup Scores: **Not Available**Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**Edition/publication year: **Newest Ed. 2004* Previous Ed. 1997***Publisher: **College Board**

Students excluded from testing: **Students who were absent on the date that the test was administered and special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs**Scaled scores **X** Percentiles ____**WRITING PSAT/NMSQT**

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	51	50	50	50	***
Number of students tested	682	557	492	502	***
Percent of total students tested	95	90	95	92	***
Number of students excluded	35	64	27	46	***
Percent of students excluded	5	40	5	8	***
Standard Deviation	10	10	11	10	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	51	50	49	49	***
Standard Deviation	11	11	10	10	***

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, ContinuedSubject: **Critical Reading (Verbal)** Grade: **10**Subgroup Scores: **Not Available**Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**Edition/publication year: **Newest Ed. 2004* Previous Ed. 1997***Publisher: **College Board**

Students excluded from testing: **Students excluded were absent on the day of testing or special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs** Scaled scores **X** Percentiles ____**CRITICAL READING (VERBAL) PSAT/NMSQT**

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	46	45	46	***	***
Number of students tested	715	652	566	***	***
Percent of total students tested	95	92	91	***	***
Number of students excluded	36	53	54	***	***
Percent of students excluded	5	8	5	***	***
Standard Deviation	10	9	9	***	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	43	43	44	***	***
Standard Deviation	11	11	11	***	***

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, Continued

Subject: **Math Problem-Solving** Grade: **10** Subgroup Scores: **Not Available**

Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**

Edition/publication year: **Newest Ed. 2004* Previous Ed. 1997*** Publisher: **College Board**

Students excluded from testing: **Students who were absent on the date that the test was administered and special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs** Scaled scores **X** Percentiles ____

MATH PROBLEM-SOLVING PSAT/NMSQT

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	48	46	48	***	***
Number of students tested	715	652	566	***	***
Percent of total students tested	95	92	91	***	***
Number of students excluded	36	53	54	***	***
Percent of students excluded	5	8	5	***	***
Standard Deviation	10	11	10	***	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	44	44	46	***	***
Standard Deviation	11	11	11	***	***

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, ContinuedSubject: **Writing Skills**Grade: **10**Subgroup Scores: **Not Available**Test: **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Exam**Edition/publication year: **Newest Ed. 2004* Previous Ed. 1997** Publisher: **College Board**

Students excluded from testing: **Students who were absent on the date that the test was administered and special education students on the non-diploma track receiving a certificate of completion.**

Scores are reported here as (check one): **NCEs** Scaled scores **X** Percentiles ____**WRITING PSAT/NMSQT**

HSE SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
Total Score Mean	50	48	47	***	***
Number of students tested	715	652	566	***	***
Percent of total students tested	95	92	91	***	***
Number of students excluded	36	53	54	***	***
Percent of students excluded	5	8	5	***	***
Standard Deviation	10	10	8	***	***

NATIONAL SCORES	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Mean Scores	46	46	46	***	***
Standard Deviation	10	10	10	***	***